

INVITATION TO BID

STATE OF LOUISIANA

DIVISION OF ADMINISTRATION
OFFICE OF STATE PURCHASING

BIDS WILL BE PUBLICLY OPENED:

MAY 24, 2006 10:00 AM

PURCHASING AGENCY NO. : 107001

=====> VENDOR NO. :
 SOLICITATION : 2207475
 FILE NO. : N42122Z
 OPENING DATE : 05/24/06

=====> VENDOR NAME AND ADDRESS

SEE NO. 8 BELOW. RETURN BID TO

2207475 05/24/06 10:00 AM
 N42122Z

OFFICE OF STATE PURCHASING
 OFFICE OF STATE PURCHASING
 POST OFFICE BOX 94095
 BATON ROUGE, LA 70804-9095

BUYER : ANN CAMPBELL
 BUYER PHONE : (225) 342-8043
 DATE ISSUED : 05/01/06
 REQ. AGENCY : 678SUP FOLD HERE-->
 LDOE, SUPERINTENDENT'S OFFICE
 AGENCY REQ. NO. : 70008
 ISIS REQ. NO. : 1288389
 VENDOR PHONE :
 FISCAL YEAR : 07
 CLASS/SUBCLASS : 96602
 SCHEDULED BEGIN DATE : 00/00/00
 SCHEDULED END DATE : 00/00/00
 T-NUMBER :

**FILL IN VENDOR NUMBER (FEIN), NAME AND
 ADDRESS ABOVE, BEFORE SUBMITTING BID.**

*PRINTING TEACHERS' GUIDE ACCOUNTABILITY
 & ACCOUNTABILITY AT A GLANCE BROCHURE*

TO BE COMPLETED BY VENDOR

1. _____ PLEASE REMOVE FROM THIS COMMODITY CODE.
2. _____ DELIVERY WILL BE MADE IN THIS NUMBER OF DAYS AFTER RECEIPT OF ORDER.
3. _____ % CASH DISCOUNT FOR PROMPT PAYMENT IF MADE WITHIN THIRTY (30) DAYS. CASH DISCOUNTS FOR LESS THAN 30 DAYS OR LESS THAN 1% WILL BE ACCEPTED, BUT WILL NOT BE CONSIDERED IN DETERMINING AWARDS. ON INDEFINITE QUANTITY TERM CONTRACTS, CASH DISCOUNTS WILL BE ACCEPTED AND TAKEN BUT WILL NOT BE CONSIDERED IN DETERMINING AWARDS.
4. _____ BID BOND ATTACHED, _____ CERTIFIED CHECK ATTACHED, _____ OTHER, IF REQUIRED.
5. _____ BID REFERENCE NUMBER. (THIS NUMBER WILL APPEAR ON RESULTING ORDER OR CONTRACT).

INSTRUCTIONS TO BIDDERS

1. READ THE ENTIRE BID, INCLUDING ALL TERMS AND CONDITIONS AND SPECIFICATIONS.
2. ALL BID PRICES MUST BE TYPED OR WRITTEN IN INK. ANY CORRECTIONS, ERASURES OR OTHER FORMS OF ALTERATION TO UNIT PRICES SHOULD BE INITIALED BY THE BIDDER.
3. THIS BID IS TO BE MANUALLY SIGNED IN INK. FOLD HERE-->
4. BID PRICES SHALL INCLUDE DELIVERY OF ALL ITEMS F.O.B. DESTINATION OR AS OTHERWISE PROVIDED. BIDS CONTAINING "PAYMENT IN ADVANCE" OR "C.O.D." REQUIREMENTS MAY BE REJECTED. PAYMENT IS TO BE MADE WITHIN 30 DAYS AFTER RECEIPT OF PROPERLY EXECUTED INVOICE OR DELIVERY, WHICHEVER IS LATER.
5. AMOUNT OF BID BOND REQUIRED: _____ N/A
6. AMOUNT OF PERFORMANCE BOND, IF REQUIRED. _____ OR _____ 0% _____ OF BID.
7. DESIRED DELIVERY: _____ SEE DETAILS ELSEWHERE IN DOCUMENT
8. TO ASSURE CONSIDERATION OF YOUR BID, ALL BIDS AND ADDENDA SHOULD BE RETURNED IN AN ENVELOPE OR PACKAGE CLEARLY MARKED WITH THE BID OPENING DATE AND THE BID NUMBER, OR SUBMITTED IN THE SPECIAL ENVELOPE IF FURNISHED FOR THAT PURPOSE.
9. BIDS SUBMITTED ARE SUBJECT TO PROVISIONS OF THE LAWS OF THE STATE OF LOUISIANA INCLUDING BUT NOT LIMITED TO L.R.S. 39:1551-1736; PURCHASING RULES AND REGULATIONS; EXECUTIVE ORDERS; STANDARD TERMS AND CONDITIONS; SPECIAL CONDITIONS; AND SPECIFICATIONS LISTED IN THIS SOLICITATION.
10. IMPORTANT: BY SIGNING THE BID, THE BIDDER CERTIFIES COMPLIANCE WITH ALL INSTRUCTIONS TO BIDDERS, TERMS, CONDITIONS AND SPECIFICATIONS, AND FURTHER CERTIFIES THAT THIS BID IS MADE WITHOUT COLLUSION OR FRAUD. THIS BID IS TO BE MANUALLY SIGNED IN INK BY A PERSON AUTHORIZED TO BIND THE VENDOR (SEE NO.30). ALL BID INFORMATION SHALL BE MADE WITH INK OR TYPEWRITTEN.

VENDOR PHONE NUMBER:
 FAX NUMBER:

TITLE

DATE

SIGNATURE OF AUTHORIZED BIDDER - SEE NO. 30, PAGE 3.
 (MUST BE SIGNED)

NAME OF BIDDER
 (TYPED OR PRINTED)

STANDARD TERMS & CONDITIONS		INVITATION TO BID	
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<p>11 ADDRESS ALL INQUIRIES AND CORRESPONDENCE TO THE BUYER AT THE PHONE AND ADDRESS SHOWN ABOVE.</p> <p>12. CONFERENCE: NA NA NA</p> <p>13. BID FORMS. ALL WRITTEN BIDS, UNLESS OTHERWISE PROVIDED FOR, MUST BE SUBMITTED ON, AND IN ACCORDANCE WITH, FORMS PROVIDED, PROPERLY SIGNED (SEE NO. 30). BIDS SUBMITTED IN THE FOLLOWING MANNER WILL NOT BE ACCEPTED: A. BID CONTAINS NO SIGNATURE INDICATING INTENT TO BE BOUND; B. BID FILLED OUT IN PENCIL; AND C. BID NOT SUBMITTED ON THE STATE'S STANDARD FORMS.</p> <p>BIDS MUST BE RECEIVED AT THE ADDRESS SPECIFIED IN THE SOLICITATION PRIOR TO BID OPENING TIME IN ORDER TO BE CONSIDERED. TELEGRAPHIC AND FAX ALTERATIONS TO BIDS RECEIVED BEFORE BID OPENING TIME WILL BE CONSIDERED PROVIDED FORMAL BID AND WRITTEN ALTERATION HAVE BEEN RECEIVED AND TIME-STAMPED BEFORE BID OPENING TIME. ENTIRE BID SHOULD BE RETURNED, EXCEPT ITEM PAGES NOT BID.</p> <p>14. STANDARDS OF QUALITY. ANY PRODUCT OR SERVICE BID SHALL CONFORM TO ALL APPLICABLE FEDERAL AND STATE LAWS AND REGULATIONS AND THE SPECIFICATIONS CONTAINED IN THE SOLICITATION. UNLESS OTHERWISE SPECIFIED IN THE SOLICITATION, ANY MANUFACTURER'S NAME, TRADE NAME, BRAND NAME, OR CATALOG NUMBER USED IN THE SPECIFICATION IS FOR THE PURPOSE OF DESCRIBING THE STANDARD OF QUALITY, PERFORMANCE, AND CHARACTERISTICS DESIRED AND IS NOT INTENDED TO LIMIT OR RESTRICT COMPETITION. BIDDER MUST SPECIFY THE BRAND AND MODEL NUMBER OF THE PRODUCT OFFERED IN HIS BID. BIDS NOT SPECIFYING BRAND AND MODEL NUMBER SHALL BE CONSIDERED AS OFFERING THE EXACT PRODUCTS SPECIFIED IN THE SOLICITATION.</p> <p>15. DESCRIPTIVE INFORMATION. BIDDERS PROPOSING AN EQUIVALENT BRAND OR MODEL SHOULD SUBMIT WITH THE BID INFORMATION (SUCH AS ILLUSTRATIONS, DESCRIPTIVE LITERATURE, TECHNICAL DATA) SUFFICIENT FOR STATE OF LOUISIANA TO EVALUATE QUALITY, SUITABILITY, AND COMPLIANCE WITH THE SPECIFICATIONS IN THE SOLICITATION. FAILURE TO SUBMIT DESCRIPTIVE INFORMATION MAY CAUSE BID TO BE REJECTED. ANY CHANGE MADE TO A MANUFACTURER'S PUBLISHED SPECIFICATIONS SUBMITTED FOR A PRODUCT SHALL BE VERIFIABLE BY THE MANUFACTURER. IF ITEM(S) BID DO NOT FULLY COMPLY WITH SPECIFICATIONS (INCLUDING BRAND AND/OR PRODUCT NUMBER), BIDDER MUST STATE IN WHAT RESPECT ITEM(S) DEVIATE. FAILURE TO NOTE EXCEPTIONS ON THE BID FORM WILL NOT RELIEVE THE SUCCESSFUL BIDDER(S) FROM SUPPLYING THE ACTUAL PRODUCTS REQUESTED.</p> <p>16. BID OPENING. BIDDERS MAY ATTEND THE BID OPENING, BUT NO INFORMATION OR OPINIONS CONCERNING THE ULTIMATE CONTRACT AWARD WILL BE GIVEN AT THE BID OPENING OR DURING THE EVALUATION PROCESS. BIDS MAY BE EXAMINED WITHIN 72 HOURS AFTER BID OPENING. INFORMATION PERTAINING TO COMPLETED FILES MAY BE SECURED BY VISITING THE STATE OF LOUISIANA DURING NORMAL WORKING HOURS. WRITTEN BID TABULATIONS WILL NOT BE FURNISHED.</p> <p>17. AWARDS. THE STATE OF LOUISIANA RESERVES THE RIGHT TO AWARD ITEMS SEPARATELY, GROUPED OR ON AN ALL-OR-NONE BASIS AND TO REJECT ANY OR ALL BIDS AND WAIVE ANY INFORMALITIES.</p> <p>18. PRICES. UNLESS OTHERWISE SPECIFIED BY THE STATE OF LOUISIANA IN THE SOLICITATION, BID PRICES MUST BE COMPLETE, INCLUDING TRANSPORTATION PREPAID BY BIDDER TO DESTINATION AND FIRM FOR ACCEPTANCE FOR A MINIMUM OF 30 DAYS. IF ACCEPTED, PRICES MUST BE FIRM FOR THE CONTRACTUAL PERIOD. BIDS OTHER THAN F.O.B. DESTINATION MAY BE REJECTED. PRICES SHOULD BE QUOTED IN THE UNIT (EACH, BOX, CASE, ETC.) AS SPECIFIED IN THE SOLICITATION.</p> <p>19. DELIVERIES. BIDS MAY BE REJECTED IF THE DELIVERY TIME INDICATED IS LONGER THAN THAT SPECIFIED IN THE SOLICITATION.</p> <p>20. TAXES. VENDOR IS RESPONSIBLE FOR INCLUDING ALL APPLICABLE TAXES IN THE BID PRICE. STATE AGENCIES ARE EXEMPT FROM ALL STATE AND LOCAL SALES AND USE TAXES.</p>			

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<p>21. NEW PRODUCTS. UNLESS SPECIFICALLY CALLED FOR IN THE SOLICITATION, ALL PRODUCTS FOR PURCHASE MUST BE NEW, NEVER PREVIOUSLY USED, AND THE CURRENT MODEL AND/OR PACKAGING. NO REMANUFACTURED, DEMONSTRATOR, USED OR IRREGULAR PRODUCT WILL BE CONSIDERED FOR PURCHASE UNLESS OTHERWISE SPECIFIED IN THE SOLICITATION. THE MANUFACTURER'S STANDARD WARRANTY WILL APPLY UNLESS OTHERWISE SPECIFIED IN THE SOLICITATION.</p> <p>22. CONTRACT RENEWALS. UPON AGREEMENT OF THE STATE OF LOUISIANA AGENCY AND THE CONTRACTOR, A TERM CONTRACT MAY BE EXTENDED FOR 2 ADDITIONAL 12-MONTH PERIODS AT THE SAME PRICES, TERMS AND CONDITIONS. IN SUCH CASES, THE TOTAL CONTRACT TERM CANNOT EXCEED 36 MONTHS.</p> <p>23. CONTRACT CANCELLATION. THE STATE OF LOUISIANA HAS THE RIGHT TO CANCEL ANY CONTRACT, IN ACCORDANCE WITH PURCHASING RULES AND REGULATIONS, FOR CAUSE, INCLUDING BUT NOT LIMITED TO, THE FOLLOWING: (1) FAILURE TO DELIVER WITHIN THE TIME SPECIFIED IN THE CONTRACT; (2) FAILURE OF THE PRODUCT OR SERVICE TO MEET SPECIFICATIONS, CONFORM TO SAMPLE QUALITY OR TO BE DELIVERED IN GOOD CONDITION; (3) MISREPRESENTATION BY THE CONTRACTOR; (4) FRAUD, COLLUSION, CONSPIRACY OR OTHER UNLAWFUL MEANS OF OBTAINING ANY CONTRACT WITH THE STATE; (5) CONFLICT OF CONTRACT PROVISIONS WITH CONSTITUTIONAL OR STATUTORY PROVISIONS OF STATE OR FEDERAL LAW; (6) ANY OTHER BREACH OF CONTRACT.</p> <p>24. DEFAULT OF CONTRACTOR. FAILURE TO DELIVER WITHIN THE TIME SPECIFIED IN THE BID WILL CONSTITUTE A DEFAULT AND MAY CAUSE CANCELLATION OF THE CONTRACT. WHERE THE STATE HAS DETERMINED THE CONTRACTOR TO BE IN DEFAULT, THE STATE RESERVES THE RIGHT TO PURCHASE ANY OR ALL PRODUCTS OR SERVICES COVERED BY THE CONTRACT ON THE OPEN MARKET AND TO CHARGE THE CONTRACTOR WITH COST IN EXCESS OF THE CONTRACT PRICE. UNTIL SUCH ASSESSED CHARGES HAVE BEEN PAID, NO SUBSEQUENT BID FROM THE DEFAULTING CONTRACTOR WILL BE CONSIDERED.</p> <p>25. ORDER OF PRIORITY. IN THE EVENT THERE IS A CONFLICT BETWEEN THE INSTRUCTIONS TO BIDDERS OR STANDARD CONDITIONS AND THE SPECIAL CONDITIONS, THE SPECIAL CONDITIONS SHALL GOVERN.</p> <p>26. APPLICABLE LAW. ALL CONTRACTS SHALL BE CONSTRUED IN ACCORDANCE WITH AND GOVERNED BY THE LAWS OF THE STATE OF LOUISIANA.</p> <p>27. COMPLIANCE WITH CIVIL RIGHTS LAWS. BY SUBMITTING AND SIGNING THIS BID, BIDDER AGREES TO ABIDE BY THE REQUIREMENTS OF THE FOLLOWING AS APPLICABLE: TITLE VI AND VII OF THE CIVIL RIGHTS ACT OF 1964, AS AMENDED BY THE EQUAL OPPORTUNITY ACT OF 1972, FEDERAL EXECUTIVE ORDER 11246, FEDERAL REHABILITATION ACT OF 1973, AS AMENDED, THE VETERAN'S READJUSTMENT ASSISTANCE ACT OF 1974, TITLE IX OF THE EDUCATION AMENDMENTS OF 1972, THE AGE ACT OF 1975, AND BIDDER AGREES TO ABIDE BY THE REQUIREMENTS OF THE AMERICANS WITH DISABILITIES ACT OF 1990. BIDDER AGREES NOT TO DISCRIMINATE IN ITS EMPLOYMENT PRACTICES, AND WILL RENDER SERVICES UNDER ANY CONTRACT ENTERED INTO AS A RESULT OF THIS SOLICITATION WITHOUT REGARD TO RACE, COLOR, RELIGION, SEXUAL ORIENTATION, NATIONAL ORIGIN, VETERAN STATUS, POLITICAL AFFILIATION, OR DISABILITIES. ANY ACT OF DISCRIMINATION COMMITTED BY BIDDER, OR FAILURE TO COMPLY WITH THESE STATUTORY OBLIGATIONS WHEN APPLICABLE, SHALL BE GROUNDS FOR TERMINATION OF ANY CONTRACT ENTERED INTO AS A RESULT OF THIS SOLICITATION.</p> <p>28. SPECIAL ACCOMMODATION. ANY "QUALIFIED INDIVIDUAL WITH A DISABILITY" AS DEFINED BY THE AMERICANS WITH DISABILITIES ACT WHO HAS SUBMITTED A BID AND DESIRES TO ATTEND THE BID OPENING, MUST NOTIFY THIS OFFICE IN WRITING NOT LATER THAN SEVEN DAYS PRIOR TO THE BID OPENING DATE OF THEIR NEED FOR SPECIAL ACCOMMODATIONS. IF THE REQUEST CANNOT BE REASONABLY PROVIDED, THE INDIVIDUAL WILL BE INFORMED PRIOR TO THE BID OPENING.</p> <p>29. INDEMNITY. CONTRACTOR AGREES, UPON RECEIPT OF WRITTEN NOTICE OF A CLAIM OR ACTION, TO DEFEND THE CLAIM OR ACTION, OR TAKE OTHER APPROPRIATE MEASURE, TO INDEMNIFY, AND HOLD HARMLESS, THE STATE, ITS OFFICERS, ITS AGENTS AND ITS EMPLOYEES FROM AND AGAINST ALL CLAIMS AND ACTIONS FOR BODILY INJURY, DEATH OR PROPERTY DAMAGES CAUSED BY THE FAULT OF THE CONTRACTOR, ITS OFFICERS, ITS AGENTS, OR ITS EMPLOYEES. CONTRACTOR IS OBLIGATED TO INDEMNIFY ONLY TO THE EXTENT OF THE FAULT OF THE CONTRACTOR, ITS OFFICERS, ITS AGENTS, OR ITS EMPLOYEES. HOWEVER, THE CONTRACTOR SHALL HAVE NO OBLIGATION AS SET FORTH ABOVE WITH RESPECT TO ANY CLAIM OR ACTION FROM BODILY INJURY, DEATH OR PROPERTY DAMAGES ARISING OUT OF THE FAULT OF THE STATE, ITS OFFICERS, ITS AGENTS OR ITS EMPLOYEES.</p> <p>30. SIGNATURE AUTHORITY. IN ACCORDANCE WITH L.R.S. 39:1594 (ACT 121), THE PERSON SIGNING THE BID MUST BE:</p> <ol style="list-style-type: none"> 1. A CURRENT CORPORATE OFFICER, PARTNERSHIP MEMBER OR OTHER INDIVIDUAL SPECIFICALLY AUTHORIZED TO SUBMIT A BID AS REFLECTED IN THE APPROPRIATE RECORDS ON FILE WITH THE SECRETARY OF STATE; OR 2. AN INDIVIDUAL AUTHORIZED TO BIND THE VENDOR AS REFLECTED BY A CORPORATE RESOLUTION, CERTIFICATE OR AFFIDAVIT; OR 3. OTHER DOCUMENTS INDICATING AUTHORITY WHICH ARE ACCEPTABLE TO THE PUBLIC ENTITY. 			

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1 BID DELIVERY INSTRUCTIONS FOR STATE PURCHASING:

BIDDERS ARE HEREBY ADVISED THAT THE U.S. POSTAL SERVICE DOES NOT MAKE DELIVERIES TO OUR PHYSICAL LOCATION.

BIDS MAY BE MAILED THROUGH THE U.S. POSTAL SERVICE TO OUR BOX AT:
 OFFICE OF STATE PURCHASING
 P O BOX 94095
 BATON ROUGE LA 70804-9095

BIDS MAY BE DELIVERED BY HAND OR COURIER SERVICE TO OUR PHYSICAL LOCATION AS FOLLOWS:

OFFICE OF STATE PURCHASING
 CLAIBORNE BUILDING, SUITE 2-160
 1201 NORTH THIRD STREET
 BATON ROUGE, LA 70802

BIDDER IS SOLELY RESPONSIBLE FOR ENSURING THAT ITS COURIER SERVICE PROVIDER MAKES INSIDE DELIVERIES TO OUR PHYSICAL LOCATION. THE OFFICE OF STATE PURCHASING IS NOT RESPONSIBLE FOR ANY DELAYS CAUSED BY THE BIDDER'S CHOSEN MEANS OF BID DELIVERY.

BIDDER IS SOLELY RESPONSIBLE FOR THE TIMELY DELIVERY OF ITS BID. FAILURE TO MEET THE BID OPENING DATE & TIME SHALL RESULT IN REJECTION OF THE BID.

 PUBLICIZING AWARDS. IN ACCORDANCE WITH L.A.C.34:I.535, UNSUCCESSFUL BIDDERS WILL BE NOTIFIED OF THE AWARD PROVIDED THAT THEY SUBMIT WITH THEIR BID A SELF-ADDRESSED STAMPED ENVELOPE REQUESTING THIS INFORMATION.

ATTENTION:

RECEIPT OF A SOLICITATION OR AWARD CANNOT BE RELIED UPON AS AN ASSURANCE OF RECEIVING FUTURE SOLICITATIONS. IN ORDER TO RECEIVE FUTURE SOLICITATIONS/AWARDS FROM THIS OFFICE, YOU MUST ENROLL IN THE PROPER CATEGORY ON LAPAC OR ON STATE PURCHASING'S AGPS BIDDERS LIST. ENROLLMENT IN LAPAC IS FREE AND PROVIDES EMAIL NOTIFICATION OF BID OPPORTUNITIES BASED UPON COMMODITIES THAT YOU SELECT.

2 PREFERENCE. IN ACCORDANCE WITH LOUISIANA REVISED STATUTES 39:1595, A PREFERENCE MAY BE ALLOWED FOR PRODUCTS MANUFACTURED, PRODUCED, GROWN, OR ASSEMBLED IN LOUISIANA OF EQUAL QUALITY.

DO YOU CLAIM THIS PREFERENCE? YES _____

SPECIFY LINE NUMBER(S) : _____

 SPECIFY LOCATION WITHIN LOUISIANA WHERE THIS PRODUCT IS MANUFACTURED,

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<p>PRODUCED, GROWN OR ASSEMBLED: _____</p> <p>_____ (NOTE: IF MORE SPACE IS REQUIRED, INCLUDE ON SEPARATE SHEET.)</p> <p>DO YOU HAVE A LOUISIANA BUSINESS WORKFORCE? YES _____ NO _____</p> <p>IF SO, DO YOU CERTIFY THAT AT LEAST FIFTY PERCENT (50%) OF YOUR LOUISIANA BUSINESS WORKFORCE IS COMPRISED OF LOUISIANA RESIDENTS?</p> <p>YES _____ NO _____</p> <p>FAILURE TO SPECIFY ABOVE INFORMATION MAY CAUSE ELIMINATION FROM PREFERENCES. PREFERENCES SHALL NOT APPLY TO SERVICE CONTRACTS.</p> <p>3 CANCELLATION THE STATE OF LOUISIANA RESERVES THE RIGHT TO CANCEL THIS CONTRACT WITH THIRTY (30) DAYS WRITTEN NOTICE.</p> <p>4 ALL ART, COLOR SEPARATIONS, FILM, NEGATIVES, TAPES, FLOPPY DISKS, SPECIAL PLATES AND DIES ARE TO BECOME THE PROPERTY OF THE STATE OF LOUISIANA. SUCCESSFUL VENDOR IS TO FORWARD THESE TO THE AGENCY UPON COMPLETION OF THIS JOB.</p> <p>5 OVERRUNS AND UNDERRUNS-UNDER ORDINARY CONDITIONS, THE STATE OF LOUISIANA WILL APPROVE AN UNDERRUN OR OVERRUN NOT TO EXCEED:</p> <table><tbody><tr><td>UP</td><td>TO</td><td>50,000</td><td>-</td><td>10%</td></tr><tr><td>50,001</td><td>TO</td><td>100,000</td><td>-</td><td>8%</td></tr><tr><td>100,001</td><td>TO</td><td>300,000</td><td>-</td><td>4%</td></tr><tr><td>300,001</td><td>TO</td><td>500,000</td><td>-</td><td>3%</td></tr><tr><td>500,001</td><td>AND</td><td>OVER</td><td>-</td><td>2%</td></tr></tbody></table> <p>6 QUALITY OF WORKMANSHIP AND STOCK-ALL ARTICLES FURNISHED AND WORK DONE MUST BE OF A FIRST CLASS QUALITY. THE USE OF POOR TYPE, POOR PRESSWORK OR THE USE OF A DIFFERENT COLOR OF INK FROM THAT ORDERED, INFERIOR BINDING, INFERIOR QUALITY OR MIS-MATCHED PAPER STOCK, A LESSER GRADE OF PAPER THAN THAT ORDERED, OR ANY OTHER DISCREPANCIES WILL BE SUFFICIENT CAUSE FOR THE REJECTION OF THE WORK AND FOR REFUSAL OF PAYMENT UNTIL THE CONTRACT CONTROVERSY IS RESOLVED.</p>				UP	TO	50,000	-	10%	50,001	TO	100,000	-	8%	100,001	TO	300,000	-	4%	300,001	TO	500,000	-	3%	500,001	AND	OVER	-	2%
UP	TO	50,000	-	10%																								
50,001	TO	100,000	-	8%																								
100,001	TO	300,000	-	4%																								
300,001	TO	500,000	-	3%																								
500,001	AND	OVER	-	2%																								

PRICE SHEET

INVITATION TO BID

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OPEN DATE : 05/24/06

TIME: 10:00 AM

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BIDDER:

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LINE NO.	COMMODITY/SERVICE DESCRIPTION	QUANTITY FROM/TO	UNIT	UNIT PRICE	EXTENDED TOTAL
	UNLESS SPECIFIED ELSEWHERE SHIP TO: LDOE, SUPERINTENDENT'S OFFICE DEPT OF EDUCATION-CENTRAL RECEIVING 1201 N. 3RD ST. STE G-224 COMMUNICATION&LEGISLATIVE BATON ROUGE , LA 70802				
00001	COMMODITY CODE: 966-02-000000 **MUST BE DELIVERED BY SEPTEMBER 1, 2006 PRINTING OF: TEACHERS' GUIDE TO ACCOUNTABILITY BROCHURE SIZE: 11 X 17" PRINTS TWO SIDES, FOUR COLOR BLEEDS STOCK: 80# WHITE CREATOR GLOSS TEXT BINDING: FLAT SIZE 11" X 17" AFTER 1ST FOLD 11" X 8.5" AFTER 2ND FOLD 5.5" X 8.5" FINISHED FOLDED SIZE 5.5" X 4.25"	68500	EACH		
00002	COMMODITY CODE: 966-02-000000 ACCOUNTABILITY AT A GLANCE BROCHURE SIZE: 11 X 17" PRINTS TWO SIDES, FOUR COLOR BLEEDS STOCK: 80# WHITE CREATOR GLOSS TEXT BINDING: FLAT SIZE 11" X 17" AFTER 1ST FOLD 11" X 8.5" AFTER 2ND FOLD 5.5" X 8.5" FINISHED FOLDED SIZE 5.5" X 4.25"	515000	EACH		

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LINE NO.	COMMODITY/SERVICE DESCRIPTION	QUANTITY FROM/TO	UNIT	UNIT PRICE	EXTENDED TOTAL
	***** NO LATER THAN 08/02/2006 DEPARTMENT OF EDUCATION TO PROVIDE DIGITAL FILE AND LASER MATCHPRINT. SUCCESSFUL VENDOR TO PROVIDE COLOR PROOF TO THE DEPARTMENT OF EDUCATION.				

School Performance Scores (SPS) continued

High Schools

The high school transition involves replacing the 9th grade low with the iLEAP and introducing a new indicator into the accountability formula, the graduation index. The graduation index measures student outcomes after four years of high school.

In 2005, SPS scores will be calculated using 60% GEE, 30% Iowa Tests and 10% Attendance/Dropout. However, schools will also receive a 2nd SPS (Transitional Baseline) that will take into account the transition to the iLEAP tests. The Transitional Baseline will use 90% GEE and 10% Attendance/Dropout.

In 2006, schools' Growth SPS will be calculated using 90% GEE/iLEAP and 10% Attendance/Dropout. The 2006 Growth SPS will be compared to the 2005 Transitional Baseline SPS and a 2007 growth SPS score using 90% GEE/iLEAP and 10% Attendance and Dropout.

In addition, GEE/iLEAP test results will be weighted when calculating SPS scores based upon the units outlined in the chart below. 10th and 11th grades are weighted equally, with 9th grade weighted less.

Units for 9-12 Assessment Index				
Grade	1	2	3	4
9 th	1	1	n/a	n/a
10 th	1.25	1.25	n/a	n/a
11 th	n/a	n/a	1.25	1.25

In 2007, the graduation index will be introduced into the high school SPS calculations. The 2007 high school SPS scores will be calculated using 70% GEE/iLEAP (using weights) and 30% Graduation Index. The Graduation Index awards points for several factors outlined in the chart below.

Graduation Index Factor	Points
Regular HS Diploma with both Endorsements	240
Regular HS Diploma with one Endorsement (either Academic or Skills)	180
Regular HS Diploma	120
GED	90
Skills Certificate/Certificate of Achievement	60
Attender	30
Dropout	0

For students who attend high school for 4 years, but do not complete a diploma, GED or other certificate, the school earns 30 points. Schools will receive "bonus points" for these students if they return to school and complete a certificate or diploma. Attendance and dropout data are no longer separate weights in the high school SPS, although dropouts are counted in the graduation index.

Combination Schools

Beginning in 2006, two SPS scores will be calculated for combination schools, one for grades K-8 and another for grades 9-12. Those two scores will then be combined using a weighted average based upon students participating in the assessments.

In 2007, the two scores will be combined using a weighted average based upon students participating in the assessments and the Graduation Index.

Recent Policy Changes

- Incentive Points:** Beginning in 2005, schools will earn 50 bonus points if a student failed the LEAP test in the spring but improved his achievement level in the summer retest.
- Schools will continue to receive 50 incentive points for students who repeat the grade and improve their achievement level in any subject, not just the subject failed.
- Schools are limited to no more than 50 incentive points in any subject for any student, whether the incentive points are earned in the spring or summer.
- Mobile Students:** BESE policy states that all students must participate in testing, regardless of how long they've been enrolled in the school or district. However, beginning in 2005, students that were enrolled in another district as of October 1st will not be included in SPS calculations; however, students changing schools from within the district will still be included.
- Schools that experience more than 10% intra-district mobility in a given year can request a recalculation of their SPS without their mobile students. This recalculation can change their growth labels and school improvement or academic assistance level, but not their performance score or performance label.
- All students who take Alternate Assessments (LAA 1 or LAA 2) will be included in the calculations of SPS and Subgroup Component scores.

Growth Labels

Each year, schools must show improvement in their School Performance Scores by meeting a growth target. Growth targets represent the amount of progress a school must make every year to reach the state's SPS goal of 120 by the year 2014.

The maximum amount of growth that a school will be required to make is 10 points, and the minimum amount is 2 points.

Schools are given Growth Labels based upon their success in meeting their yearly growth target. Below is a chart defining each Growth Label.

Growth Labels	Definition
Exemplary Academic Growth	A school that makes its Growth Target has all subgroups grow at least two points, and is not in School Improvement (SI).
Recognized Academic Growth	A school that makes its Growth Target.
Minimal Academic Growth	A school that is improving (at least 0.1 points) but not meeting its Growth Target.
No Growth	A school with a change in SPS of 0 to -2.5 points.
School in Decline	A school with a declining SPS (more than -2.5 points).

Change in Policy: Schools with an SPS score of 100 or greater (Three-Star Schools) will not receive negative growth labels in 2005. The threshold for not receiving a negative growth label increases by five points in 2006 to 105, and continues to increase by five points every other year, up to 120.

Subgroup Component

As required by the No Child Left Behind (NCLB) Act, schools must also show improvement or Adequate Yearly Progress (AYP) in up to nine student subgroups in English Language Arts and Math. Any school failing to meet AYP in the same subject area for two consecutive years in a row will enter School Improvement.

Rewards

Schools that meet or exceed their growth targets receive financial rewards as well as flags that identify them as Schools of Recognized or Exemplary Growth.



Academic Assistance and School Improvement

Schools that fail to grow sufficiently, are Academically Unacceptable, or fail the Subgroup Component enter either Academic Assistance or School Improvement (SI).

A school enters Academic Assistance if it:

- Receives a performance label of One Star and fails to meet its growth target.
- Receives a performance label of Two Stars and does not grow by 0.1 points.
- Receives a performance label of Three Stars and declines more than 2.5 points.

Academic Assistance includes six levels of intervention, which are additive in nature. For more information, visit www.louisianaschools.net.

A school exits Academic Assistance by:

- Meeting its growth target AND
- Having a new growth target that is less than or equal to 8 points.

A school enters School Improvement if it:

- Receives a performance label of Academically Unacceptable (SPS < 60).
- Fails to meet the Subgroup Component in the same subject for 2 consecutive years.

School Improvement includes five levels of intervention, which are additive in nature and are outlined in the chart below. (✓ indicates required action)

Level	Intervention	Level 1	Level 2	Level 3	Level 4	Level 5
SI 2	<ul style="list-style-type: none"> Revised School Improvement Plan School Choice District Assistance Team 	✓	✓	✓	✓	✓
SI 3	<ul style="list-style-type: none"> Supplemental Educational Services (SES) Schools are eligible for DE Scholastic Audit (Year 1) 	✓	✓	✓	✓	✓
SI 4	<ul style="list-style-type: none"> Choose remedies from Corrective Action List Develop reconstitution plan Eligible for DE Partnership Scholastic Audit (Year 2) 	✓	✓	✓	✓	✓
SI 5	<ul style="list-style-type: none"> Implement reconstitution plan or lose school approval Develop Alternate Governance plan Develop Reconstitution "light" plan 	✓	✓	✓	✓	✓
SI 6	<ul style="list-style-type: none"> Alternate Governance Implement Reconstitution "light" - Substantial school reform aimed at increasing the academic performance of low achieving subgroups. 	✓	✓	✓	✓	✓

School Takeover

State law provides for the takeover of schools that have been labeled Academically Unacceptable for at least four years in a row.

The law allows for the operation of a special state school district, called the Recovery District, to be administered by the State Department of Education and subject to the authority of the State Board of Elementary and Secondary Education.

The Recovery School District provides for the supervision, management and operation of a school placed under its jurisdiction until the school is returned to the local school district.

Statewide Curriculum

Beginning in the 2005-2006 school year, each school district is required to implement a curriculum based upon the Louisiana Grade-Level Expectations (GLEs). Each school district had a choice whether to adopt the state's Comprehensive Curriculum or develop its own. The state's Comprehensive Curriculum is aligned with state content standards, as defined by the GLEs, and organized into logical, time-bound units with sample activities and classroom assessments to guide teaching and learning. The Comprehensive Curriculum is available on the department's website at www.louisianaschools.net by clicking on Curriculum.

Additional Information

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1-877-4-LEAP21 (1-877-453-2721)

www.louisianaschools.net



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Achievement Level	Definition
Advanced	A student at this level has demonstrated superior performance beyond the proficient level of mastery.
Mastery	A student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.
Basic	A student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.
Approaching Basic	A student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.
Unsatisfactory	A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

LEAP is referred to as an "integrated" LEAP because it combines a norm-referenced test, which compares a student's test results to the performance of students in a national sample, with a criterion-referenced test, which reports student results in terms of the state's achievement levels. The following table shows the five possible achievement levels for LEAP, the 4th and 8th grade LEAP tests and the Graduation Exit Exam.

The LEAP tests align with Louisiana's content standards, benchmarks and Grade-level Expectations in English Language Arts, Mathematics, Science and Social Studies, and are administered in grades 3, 5, 6, 7, and 9. LEAP was developed in response to No Child Left Behind, the current federal education act, and replaces The Iowa tests.

Accountability

In 1997, the Louisiana Legislature passed and the governor signed into law legislation that mandated several significant changes in public education for grades kindergarten through 12. Among other things, the law established a student and school accountability system, giving the Board of Elementary and Secondary Education (BSE) the authority to create the accountability system. A rigorous School and District Accountability System was developed following passage of their legislation, and the first School Performance Scores were issued in 1999. Since that time, Louisiana schools have demonstrated steady improvement, and our system has been nationally recognized for its successful results.

LEAP & Graduation Exit Exam (GEE)

The LEAP and Graduation Exit Exam are tests that measure students' knowledge and skills in English Language Arts, math, science and social studies to see how well they have mastered the state's standards. The state's goal is for all students to perform at the Basic achievement level by the year 2014.

LEAP

For students in grades 4 and 8, the English Language Arts and Math portions of the LEAP test are promotional tests. To pass, students must achieve a combination of *Approaching Basic* on one part and *Basic* on the other.

An appeals process is available to 4th grade students who have not passed LEAP after the spring and summer tests. A school system may consider granting an appeal on behalf of individual students, provided that certain criteria are met. For 8th grade students who have not passed LEAP after the spring and summer tests, a school system may consider a waiver on behalf of individual students, provided that the following criteria are met:

- The student may be promoted to the 9th grade, provided that he or she has scored at the *Approaching Basic* level on both the English Language Arts and Mathematics components of LEAP, has attended the LEAP summer remediation program offered by the district, and has taken the summer retest administered at the conclusion of the summer program.
- The students must retake the component(s) (English Language Arts and/or Mathematics) of the retest on which a score of *Approaching Basic* or below was attained on the spring test. At a minimum, the student shall score *Approaching Basic* on the retested components of the summer test.
- Any student who scores less than *Approaching Basic* on either component of the summer retest is ineligible for the waiver consideration.

Detailed information on appeals and waivers can be found at www.louisianaschools.net by clicking on **Testing**, then clicking on the arrow in the blue section labeled **Testing Information**, and then clicking on **Policies** and **High Stakes Testing Policy**.

Testing schedules can be found at www.louisianaschools.net by clicking on **Testing**

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EDUCATION

GEE

10th & 11th Grades

Students in grades 10 and 11 take the Graduation Exit Exam (GEE). 10th graders take the English Language Arts and Math tests and must score *Approaching Basic* on both tests to graduate. If a 10th grader fails, there are six re-test opportunities. 11th graders take the Science and Social Studies tests and must score *Approaching Basic* on one of the two to graduate. If an 11th grader fails, there are three re-test opportunities. Students only have to re-take the portion of the test they did not pass.

LAA

Alternate Assessment

Only students with the most severe cognitive disabilities are eligible to take the LEAP Alternate Assessment, Level 1 (LAA 1). Beginning in spring 2006, a second alternate assessment known as LAA 2 will be administered to students with persistent academic difficulties in grades 4, 8, 10 & 11. In 2007, LAA 2 will be expanded for students in grades 5, 6, 7 & 9. For more information, visit www.louisianaschools.net. Click on **Testing** and then click on **Special Populations/Testing Accommodations**.

Resources & Further Reading

The Department of Education produces practice test materials to help teachers, parents and students prepare for the LEAP and GEE tests. Call the Department's toll free helpline at 1-877-4-LEAP21 (1-877-453-2721) to request additional copies of these materials.

Additionally, the department has several interactive, web-based tutorials:



PASS: Practice Assessment/Strengthen Skills is an Internet learning tool that gives Louisiana students the opportunity to solve multiple-choice, short-answer, and essay questions similar to those on LEAP and GEE. Students can take a test on their computer and receive instructional feedback tailored to their responses to improve their knowledge, skills, and solving abilities. Sign on to www.louisianapass.org.

Newton's Classroom is designed for elementary students in grades 1-5 who would like to work on their math skills. The first lesson covers place value, rounding, and estimation. Future lesson topics will include addition, subtraction, multiplication and division.



SCHOOL ACCOUNTABILITY

Louisiana's School Accountability System calls for continuous improvement in student achievement, attendance and dropout rates. This system is based on two principles: rewarding schools that grow academically and assisting schools and students who need help.

School Performance Scores (SPS)

Every year, schools receive numerical scores known as School Performance Scores (SPS). Louisiana's goal is for every school in the state to have an SPS of 120 by the year 2014.

Below is a chart outlining the performance labels schools are given based upon their SPS.

Performance Labels	SPS Ranges
Five Stars ★★★★★	140.0 and above
Four Stars ★★★★★	120.0 - 139.9
Three Stars ★★★	100.0 - 119.9
Two Stars ★★	80.0 - 99.9
One Star ★	60.0 - 79.9
Academically Unacceptable	Below 60.0

Growth Labels

Each year, schools must show improvement in their School Performance Scores by meeting a growth target. Growth targets represent the amount of progress a school must make every year to reach the state's SPS goal of 120 by the year 2014.

The maximum amount of growth that a school will be required to make is 10 points, and the minimum amount is 2 points.

Schools are given Growth Labels based upon their success in meeting their yearly growth target. Below is a chart defining each Growth Label.

Growth Label	Description
Exemplary Academic Growth	A school that makes its Growth Target has all subgroups grow at least two points, and is not in School Improvement (SI).
Recognized Academic Growth	A school that makes its Growth Target.
Minimal Academic Growth	A school that is improving (at least 0.1 points) but not meeting its Growth Target.
No Growth	A school with a change in SPS of 0 to -2.5 points.
School in Decline	A school with a declining SPS (more than -2.5 points).

Subgroup Component

As required by No Child Left Behind (NCLB), schools must also show improvement or Adequate Yearly Progress (AYP) in up to nine student subgroups in English Language Arts and Math. Any school failing to meet AYP in the same subject area for two consecutive years in a row will enter School Improvement.

Academic Assistance and School Improvement

Schools that fail to grow sufficiently, or are labeled Academically Unacceptable, or fail the subgroup component two years in a row enter either Academic Assistance or School Improvement.

Academic Assistance includes six levels of intervention, with remedies such as scholastic audits and District Assistance Teams. A school enters Academic Assistance if it:

- Receives a performance label of One Star and fails to meet its growth target.
- Receives a performance label of Two Stars and does not grow by 0.1 points.
- Receives a performance label of Three Stars and declines more than 2.5 points.

A school exits Academic Assistance by:

- Meeting its growth target AND
- Having a new growth target that is less than or equal to 8 points.

School Improvement includes five levels of intervention, which are additive in nature, with remedies such as school choice, supplemental educational services (free tutoring) and eventually reconstitution or takeover. Extensive efforts should be made by students, parents, teachers, principals, administrators and the local school board to improve student achievement if a school enters School Improvement.

A school enters School Improvement if it:

- Receives a performance label of Academically Unacceptable (SPS < 60).
- Fails to meet the Subgroup Component in the same subject for 2 consecutive years.

School Takeover

State law provides for the takeover of schools that are identified as "failed" under the school and district accountability system. A failed school is one that has been labeled Academically Unacceptable for at least four years in a row.

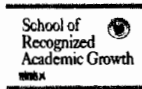
The law allows for the operation of a special state school district, called the Recovery District, to be administered by the State Department of Education and subject to the authority of the State Board of Elementary and Secondary Education.

The Recovery School District provides for the supervision, management and operation of a school placed under its jurisdiction until the school can be brought to an acceptable level of performance.

Rewards

Schools that meet or exceed their growth targets receive financial rewards as well as flags that identify them as Schools of Recognized or Exemplary Growth.

Exemplary Academic Growth is earned when a school meets its growth target, all subgroups grow by at least two points, and the school is not in school improvement. Recognized Academic Growth is earned when a school meets its growth target, regardless of subgroup growth and school improvement status.



Supplemental Educational Services

Title I schools that are in School Improvement levels 3, 4, 5 or 6 must offer Supplemental Educational Services (SES) to all students. SES includes tutoring and academic remediation in math, reading and English language arts. The tutoring can be before and after school or during the summer, but must be offered free of charge by recognized, state-approved providers. The goal of SES is to increase academic achievement at low performing schools. For more information, visit www.louisianaschools.net. Click on Community and then Supplemental Education.

School Report Cards

School Report Cards are produced annually and sent to districts for distribution. These report cards provide school-level information on Performance Scores, Growth Targets, Subgroup Data, enrollment, teacher certification and safety. Report cards can be downloaded from the department's website at www.louisianaschools.net by clicking on Accountability.

DISTRICT ACCOUNTABILITY

Every school district in the state is evaluated through the District Accountability System based on the performance of its local schools. Three District Accountability scores are calculated annually: a District Performance Score (DPS), a District Responsibility Index (DRI) and a District Subgroup Component.

District Performance

District Performance Scores (DPS) are a "roll up" of a school district's individual student scores on the LEAP, iLEAP and Graduation Exit Exam as well as attendance and dropout rates, and are calculated in the same manner as School Performance Scores.

Below is a chart outlining the performance labels districts are given based upon their DPS.

District Performance Labels	DPS Ranges
Five Stars ★★★★★	140.0 and above
Four Stars ★★★★★	120.0 - 139.9
Three Stars ★★★	100.0 - 119.9
Two Stars ★★	80.0 - 99.9
One Star ★	60.0 - 79.9
Academically Unacceptable	Below 60.0

District Responsibility

Every year, school districts receive a District Responsibility Index (DRI) score. The DRI currently judges four key areas of district responsibility, including the percent of certified teachers in the classroom, student success in summer school, the percent of students passing the LEAP and Graduation Exit Exam, and improvement in School Performance Scores. However, modifications to the DRI are currently being considered by BESE.

To the right is a chart outlining the performance labels districts are given based upon their DRI.

DRI Labels	DRI Value
Highly Responsive	120.0 and above
Adequately Responsive	119.9 - 100.0
Responsive	99.9 - 80.0
Minimally Responsive	79.9 - 60.0
Unresponsive	59.9 - 0.0

District Subgroup

Like individual schools, local districts must also show improvement or Adequate Yearly Progress (AYP) in up to nine student subgroups in English Language Arts and Math. Districts are evaluated for the subgroup component using grade clusters (K-5, 6-8, 9-12). Districts that do not meet AYP in any subgroup within any cluster in a given year fail the district subgroup component.

Grade-Level Expectations

Grade-Level Expectations (GLEs) identify what all students should know or be able to do by the end of each grade from prekindergarten through grade 12 in math, English, science and social studies. Anyone wishing to view the GLEs for any grade level may log onto the department's website at www.louisianaschools.net and click on Curriculum.



Statewide Comprehensive Curriculum

Beginning in the 2005-2006 school year, each school district is required to implement a curriculum based upon the Louisiana Grade-Level Expectations (GLEs). Each school district had a choice whether to adopt the state's Comprehensive Curriculum or develop its own. The state's Comprehensive Curriculum is aligned with state content standards, as defined by the GLEs, and organized into logical, time-bound units with sample activities and classroom assessments to guide teaching and learning. The Comprehensive Curriculum is available on the department's website at www.louisianaschools.net by clicking on Curriculum.

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